

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about definition of speaking, the importance of speaking, speaking competence, teaching speaking English, and Model of Illustration – Interaction – Induction (“Three I’s”)

2.1 Speaking

2.1.1 Definition of Speaking

Most of people feel that speaking in other language is harder than reading, writing, and listening because speaking happens in the real life; people that we are talking to does not want to wait us while we construct our language, and in speaking we cannot revise what we say as we can do in writing. Pollard (2008:33) said that it is the most difficult skill that students have to master because in speaking students should know what they want to talk about with an appropriate grammar, vocabularies, and they also think about the pronunciation to avoid misunderstanding. It was also supported by Brown in Murcia (2001:103), the aspects that make speaking challenging are so many features that students have to mastered for example, students should speak English fluently.

Based on Harmer (1991:46-47), there are three reasons why people are talking each other. First, they want to say something to break the silence between them. It is so awkward when we are with someone but, we just silence and do not talk anything. Second, they have some purposes to talk such as; they want to deliver some important information or they want to express what they feel to other

people. Third, to get the communicative purpose they select the appropriate words that were appropriated for them to communicate with other people.

According to Levet in Bygate (1987) there are four main processes in speaking production: **Conceptualization** is planning about the content based on our background knowledge, our understanding about the topic, when we speak, and what patterns that we should use. Second was **Formulation**. In this step, we find the words and phrases, construct them, and put the appropriate grammatical markers to deliver the messages. It is also needed preparation of sound patterns in each word to avoid pronunciation errors. The third is **Articulation**. In English, the lips, tongue, teeth, alveolar palate, velum, glottis, the shape of mouth, and breath are controlled to produce perfect articulations and sounds. The last process is **Self – monitoring**. It is focused on speaker being able to identify and correct some language errors by them self.

Bygate (1987) said that speaking is reciprocal type. It means that people can contribute in the conversation at the same time and respond them. Here, speakers can face each other so they know how their attitude while they speak and give their attention to the conversation, whether they are polite when they have interaction or the pay attention to you. This usually calls face to face interaction.

In conclusion, the situation of speaking is direct situation where people can show politeness by constructing words well and do not spend a lot of time to correct errors when they deliver the messages that make the interlocutor wait for a moment.

2.1.2 The Importance of Speaking

Zaini (2013) stated people as social persons always share their thoughts, ideas, and information to others by speaking. For examples, sometime interlocutor has some information that we do not have, therefore we can exchange our thoughts or ideas with others to make us more update about the world situation. The other examples, if we need some help or ask something to other people we can tell it to them directly. From those examples we can conclude that speaking activities have an important part in human life.

Based on Ramelan in Zaini (2013), people always speak language as long as they live. It means that speaking is very important in foreign language capability. Speaking foreign language capability can assess from speakers' performance and their capability in using language.

According to Qureshi (upload.wikimedia.org), language is a communication tool where people can share their ideas and they can know the interlocutor's ideas. Language becomes ordinary script without verbal communication. People use language in variety of situations; formal situation and non-formal situation. People should speak correctly and affectively to avoid misunderstanding and problems in communication with interlocutors. Speaking is important for people in their career success and improves person's life style too.

2.1.3 Speaking Competence

According to Zaini (2013), speaking skill consists of the use of language in real situation and the ability in producing and understanding the utterances. It is

composed by coherency sound which is produced by muscle and mental aspect and the ability to arrange the meaningful words with correct sounds.

Zaini (2013) also stated that students' speaking skill can be measured based on five competences:

a. Pronunciation

Based on Oxford, pronunciation is the way in which person pronounces a particular words or sounds of language. Whilst, Horby in Zaini (2013), pronunciation is the way how language spoken is which consists of accent, stress, and intonation. In other word, we can conclude that pronunciation is the way person pronounces a particular words or sounds of language which consists of accent, stress, and intonation.

b. Grammar

Grammar is a rule in constructing and changing form of words into good sentences in a right situation. Students have to be taught to make them speak fluently.

c. Vocabulary

Vocabulary is the words that person knows and use to communicate with other person. Many vocabularies known by students, it will help them to speak well.

d. Fluently

Hornby in Zaini (2013) stated that students are able to speak smoothly and easily. While in Oxford dictionary, fluency means person can speak a language to express their feeling in a smooth and skilful way. So we can

conclude that fluent in speaking is a person's speaking ability to express their feeling smoothly and in skilful way.

e. Self – confidence

Self – confidence is an important thing in learning speaking process. Students who have a good pronunciation, good grammatical skill, have a lot of vocabularies usually have excellent self – confidence.

2.2 Teaching Speaking English

In daily activity, people use language to communicate especially in speaking form in order to share and get information. Most of students feel that speaking is more difficult than other skills because they have to think the idea, grammar, pronunciation, and appropriate words directly in limited time. Whereas according to Nunan in Trihandaya, speaking is the important factor for people or students to learn second or foreign language, and the success can be seen by the ability of language conversation. Thus, it is very important to teach speaking for students to help them communicate especially in English with other people in the world.

Students have to learn speaking English skill because English is a world language that has a big impact in student's future to get a job easily. For many years, teacher usually does repetition of some words or memorizing a dialogue and asks students to present it in front of the class in teaching English speaking class. But, the mean goal of teaching English speaking is to improve students' English speaking skill on behalf of express their ideas or thoughts or exchange knowledge to other people in the world without any misunderstanding. According to Febriyanti (lmu-efgp.unlam.ac.id), teaching speaking for EFL helps students to:

- Produce English speech sounds and sound patterns
- Use second language word and sentence stress, intonation patterns, and rhythm.
- Select the appropriate word and sentence depend on the situation, subject, and subject matter.
- Manage their thought or idea in meaningful and logical sequence.
- Expressing values and judgments by using English.
- EFL learners are able to use language directly and self-confidently with few unnatural pauses which are called fluency.

It is also supported by Lindsay and Knight (2006), as a productive skill, speaking concentrated to make students produce sounds, phrase, and grammatical structure from the activity that has been controlled by teacher.

From the explanation above we can conclude that speaking requires students to not only learn about how to produce specific point of language such as grammar, pronunciation, or vocabulary, but also they have to understand the time, reason, and the way producing language.

From the explanation above, teacher should motivate students to communicate through English by create a creative and fun speaking teaching learning process. By fun and joyful speaking learning process can make students are more interesting and engaging the speaking learning process, therefore students can understand how, when, and why they speak English easily.

There are five principles for teaching speaking. They are:

1. Be aware of the differences between second language and foreign language context.

A foreign language (FL) context is where the target language is not language in society communication (e.g., learning English in Indonesia). Here, students have little opportunities to practice their speaking ability outside the classroom. Sometimes, foreign language learners go abroad where they can practice their target language.

A second language (SL) context is where the target language is language in society communication. Immigrant, international students, and refugees who arrive in new country in another are included in second language learners.

2. Give students practice both fluency and accuracy.

Fluency is where speaker communicates language smoothly, quickly, and confidently with few hesitation, false start, and word search. Accuracy is where students' speech correcting with what people say in the target language. Teacher should give opportunity to the students to develop their both fluency and accuracy by uninterrupted them when they make some oral mistakes. Teacher should also give explanation that makes some mistakes in learning new language is a normal.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Some researches declared that teacher have 50 – 80 percent role of talking in the classroom. It is important for teacher to give opportunities to

the students to practice their speaking ability and realize how much part of the teacher to speak in the class.

Group work or pair work activities can be used to increase the amount of time that learners get practice speaking in target language during the lesson.

4. Plan speaking tasks that involve negotiation for meaning

Negotiation for meaning is a communication in target language in order to trying to understand and make our self understood. It involves checking to see whether you've understood what someone has said or not, then clarifying your understanding, and confirming that someone has understood your message.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional is communicating used for social purposes. Transactional include getting thing done and exchanging for good or not good services. Teacher should put interactional and transactional purposes in the speaking learning activity in the classroom.

From those principal we can conclude that teacher should provide a real – life communication, authentic activities, and meaningful tasks that can reflect the situation outside the classroom, so it can help EFL students to improve their speaking English skill.

Based on Sasmedi (2003), the principle of teaching speaking English at senior high school is all the processes should be communicative in order to when they

graduate they will face the real life to find job or they continue they study to higher level. For that reason, the teacher should find a new model of teaching speaking English to increase students' speaking skill.

2.3 Model of Illustration – Interaction – Induction (“Three I’s”)

Students are taught to speak in a foreign language because it is important for their future. Based on Bocale (www.humnet.unipi.it), students have to get a cultural awareness which can be reflects real features of the spoken language.

McCarthy in Bocale (www.humnet.unipi.it) said that there is a greater emphasized on English teaching speaking skills, it is a paradox that spoken language used is helped by written language. the best method would useful to help students learn natural spoken and to help them to become observers of the grammar in natural context. The shortages of the traditional methodology Presentation-Practice-Production (“Three P’s”) become evident that it is impossible for the teacher to teach students about the features and function of spoken English.

There is an alternative methodology which can help students to learn speaking English and can help teacher to teach easily. Illustration – Interaction – Induction (“Three I’s”) is recommended. There are three steps in this method. First is illustration, Bocale (www.humnet.unipi.it) explained that in this stage students are asked look at real features of language which is taken from the authentic text. This stage can motivate students to learn speaking English.

Second is interaction, it is involving talk among students and teacher about the use of language and the meanings through observation and class discussion.

Here, students can discuss certain feature of the context like; where and when the dialogue happen, who is involve in the dialogue, why they talking, what the talking about, what form of language that they use, etc. From this step, students can comprehend and formulate the rules of spoken English. It is also shows that teacher competent in guiding students in the English speaking learning process. Classroom also gives opportunities for among the students and teacher.

The last step is induction. In this stage, Students are support to conclude about the language that speakers choose.

So, from the explanation above, “Three I’s” is one of teaching speaking method that contain three stages where they oblige the students to be more active and observe the language by them self while the teacher only as a guide. From the three steps above, Illustration – Interaction – Induction (“Three I’s”) method can improve the students’ speaking English skill. By that method, students can know and understand about the way in which the target language is used in communication. They can learn speaking English in easy way and they will not bore with that method because they do interaction with their teacher and friends in a class. In “Three I’s”, not only the teacher gives an advice in learning process to the students, but also students can give their opinion or understanding to their friends and teacher in the class. So, the students can learn speaking English easily and they can understand about the features of language well. ‘Three Is’ has substantial potential in accuracy, fluency, and naturalistic conversation and communication for EFL students.

2.3.1 Teaching speaking by using Illustration – Interaction – Induction (“Three I’s”) method

The first stage of “Three I’s” is Illustration. Based on Mc Carthy in Bocale (www.humnet.unipi.it), Illustration means learners look at the real context of language. Here, teacher gives the illustration about the expressions of making suggestion, the expressions of asking suggestion, the responds of accepting or declining suggestion, expressions offering something, and the responds of accepting or declining offering something. The illustrations are in authentic text and audio of native speakers’ conversation forms. Teacher asks the students to listen the dialogues and pay attention to the pronunciation, intonation, fluency, and the grammatical structure. This step is in order to make the students know the grammatical structures from the authentic text and know how to pronounce the words, how to speak with intonation and fluency like a native from listen the audio.

Second is Interaction, where the teacher and learners analyze the language together. Teacher gives some questions about who, what, where, how, and why they speak to the students related to the text or audio given. Here, the teacher interacts with the students in order to lead them understand the topic, the language use, the pronunciation, the fluency, and also the intonation. Students may practice their speaking ability with their friends in the class. They make a dialogue about the topic and present it in front of the class using a good pronunciation, intonation, and fluency like teacher illustrated before. In this step, students are asked to be

more confident to speak English. At this point teacher can know how far they understand the topic and how good their speaking skill.

Last stage is Induction. Here, the conclusion of the language discussion is drawn. The students can conclude the topic that they have discussed before. They can understand time, reasons, and how they produce language. Here, the teacher as a guide to guide them concludes the topics.

2.4 Review of Previous Study

In conducting this study the researcher relates the study with the previous studies done by Howard and Bocale.

According to Howard (www.matsda.org) in his journal “*A Discourse Approach to Teaching Modal Verbs of deduction*”, he used Illustration-Interaction-Induction method to EFL and EAP students to teach modal verbs. He found that “Three I’s” method was useful for passive, past perfect, past continuous, and verbs for reported speech. He also said that the students did not only thought about the grammatical structures but also the reason and how they use language in particular context.

Another study was conducted by Bocale (www.humnet.unipi.it) in his journal “*Interaction and Language Learning: An Investigation Into Mc Carthy’s “Three I’s” Pedagogical Modeling*”, he did research from all journals like journal from Tomlison, Mc Carthy, Vygotsky, Wood, Bruner, & Ross, Anton, etc, he found that ‘Three Ps’ should be replaced with ‘Three Is’ method and he also said that ‘Three Is’ is working in an adults class and upper-intermediate learners who have linguistics competence to interact, and also it can motivate them to learn English

and have a little doubt in their attention and effort than “Three P’s” method. The differences of “Three P’s” and “Three I’s” are first, in “Three P’s” the teacher as a center point in learning process so, teacher more active than learners, while in “Three I’s”, students as the center point in learning process and the teacher just guide them to learn speaking English. Second, “Three P’s” make the students feel bored because they only receive the information of materials from the teacher but, in “Three I’s” the students will not feel bored because they active to observe and find the language features from the text or audio that teacher had been given.

These two studies are almost same. The difference lies on the data collection and the subject of the study. Both of these researches used “Three I’s” to improve the students’ speaking skill. Furthermore, the researcher is interested in conducting the similar to improve students’ speaking skill. The researcher chooses senior high school science students because Bocale (www.humnet.unipi.it) said that “Three I’s” is appropriate for adults class but, in this research the students have low linguistics competence. So, this is the difference between this study with the other studies. Because the subject is high school science students who have low linguistics competence, so the researcher uses “Three I’s” in simple speaking such as speak using functional text (expressions of making suggestion, expressions of asking suggestion, responds of accepting or declining suggestion, expressions of offering something, and responds of accepting or declining offering).

Related to the previous studies above, the researcher assumes that “Three I’s” has positive influence in teaching speaking English. Because this method

encourages the students to be more understand the time, reasons, and how they produce language and this method also asks them to be more active in producing language. It means that students will have a great chance to practice their speaking English as much as possible in order to improve their speaking ability.